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ABSTRACT

A guide to Nursing 5, a course on psychiatric-mental health nursing offered at East Los Angeles College is presented. The guide first details classroom and clinical course requirements and then identifies long-range and end-of-course objectives. A list of required texts and manuals is followed by an outline of the objectives for each of four sequential course units: (1) introduction to psychiatric-mental health nursing, (2) treatment modalities, (3) the nursing process applied to persons with mild-moderate psycho-social problems, and (4) the nursing process applied to persons with severe psycho-social problems. Activities and sample test items are provided for each of the unit objectives. The guide concludes with a course evaluation form to be filled out by the student at the end of the semester. (JP)

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Course Outline

Psychiatric-Mental Health Nursing

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Education 431B
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Nursing 5

Psychiatric-Mental Health Nursing

East Los Angeles College

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II: Course Description

Psychiatric-mental health nursing is a required course in the last semester of the associate degree registered nurse program. Theories of human behavior as a scientific base and the purposeful use of self are presented. Emphasis is placed on the application of the nursing process to persons with mild to severe psycho-social problems within the context of the family and the community. Concurrent clinical experience in both in-patient and out-patient psychiatric-mental health facilities is provided in order to offer practical validation of theory and to promote therapeutic use of self. Twelve hours per week are spent in the clinical area along with four hours weekly of discussion over a nine week period (or one-half semester).

At the completion of their final semester, students then take their State Board Examination and function as first-level practitioners in the occupation of nursing. Although the associate degree program is considered terminal in nature, many graduates later complete the professional nursing curriculum at the Senior University level, using this curriculum as a foundation.

Since this course is placed in the final semester, a drop-out rate of less than 10% is anticipated. Not only is committment to the occupation of nursing generally stabilized at this point, but a background of mastery involving three semesters of both generalized and specialized nursing content, provides the student with the requisite knowledges and skills to successfully complete the course.

III: Glossary

Refer to Glossaries in required textbooks.

IV: Course Contents

Psychiatric-mental health nursing as a required portion of the associate degree registered nurse curriculum, supports the college's mission to prepare people for technical occupations. The Registered Nurse is expected to work with clients, families, health professionals and the community in a manner that indicates an understanding of a wide range of human behavior on the health-illness continuum. Hence, a course in psychiatric mental health nursing enhances not only technical competence but personal competence of students through a study of human behavior and the development of interpersonal skills.

The Long Range Objectives of this course are:

1. On being visited one year after graduation, 80% of the licensed graduates will be able to state the principles of psychiatric-mental health nursing relative to their current patient assignment.
2. On being polled one year after graduation, 80% of the employers of the licensed graduates will rate the graduates as average or above average in applying principles of psychiatric-mental health nursing to the work situation of the agency.

The End of Course Objectives are:

1. Of the graduates of each class, 75% will be successful in passing the psychiatric portion of the Registered Nurse licensure examination on their first attempt.
2. In the clinical area, given a patient with a mild-severe psychosocial condition, the student will be able to assess, plan, implement and evaluate nursing care as evidenced through a written nursing care plan with 90% accuracy.

The course is divided into 4 sequential units as follows:

Unit I:	Introduction to Psychiatric-Mental Health Nursing	2 weeks
Unit II:	Treatment Modalities	1 week
Unit III:	The Nursing Process Applied to Persons with Mild-Moderate Psycho-Social Problems	2 weeks
Unit IV:	The Nursing Process Applied to Persons with Severe Psycho-Social Problems	4 weeks

Part V

The required texts and manuals are:

Burgess, Ann and Lazare, Aaron, Psychiatric Nursing in the Hospital and the Community (2nd edition), Englewood Cliffs, New Jersey, Prentice-Hall, 1976

Kreigh, Helen and Perko, Joane, Psychiatric and Mental Health Nursing, Reston, Virginia, Reston Publishing, 1979

Bibliography of General References
to be Found in College Library

Aguillera, D. et al., Crisis Intervention, Theory and Methodology (3rd edition), New York, C.V. Mosby, 1978

Ariet, S. (Ed.) Handbook of Psychiatry (edition), New York, Basic Books

Branch, Marie and Paxton, P., Providing Safe Care for Ethnic People of Color, New York, Appleton-Century Crafts, 1976

Haber, Judith et al., Comprehensive Psychiatric Nursing, New York, McGraw Hill, 1978

Ruitenbeek, H., The New Group Therapies, New York, Avon, 1970

Wilson, Holly and Ren Kneisl, Caron, Psychiatric Nursing, Menlo Park, California, Addison-Westlex, 1979

Other specific readings and audio-visual materials will be listed in the unit of instruction.

Copies of assigned pamphlets, journal articles and programmed instruction units will be available for check out from the Nursing Lab.

VI: Units of Instruction

Unit I: Introduction to Psychiatric Mental Health Nursing

This first unit of the course is designed to prepare the student for the first encounter with patients who have psycho-social problems. Theoretical material incorporating historical, legal, developmental and cultural implications of mental health care help to form a framework for later understanding of psychopathology. In addition, concurrent clinical experience focuses on application of therapeutic communication skills in the nursing process.

Goal I: The student will understand the concepts of mental health/mental illness

Objective	Planned Activity	Sample Test Items
1. In class, the student will define in 50 words or less the terms mental health, mental illness citing at least one theoretical source for definition	Read: Kreigh and Perko, Chapter I View Filmstrips in Nursing Lab "Origins of Mental Illness" "Who OK and Who's Not OK--an Introduction to Abnormal Psychology"	Define in 50 words or less the terms mental health and mental illness and cite at least one theoretical source for each definition

Goal II: The student will become familiar with the history and trends of psychiatric-mental health care

Objective	Planned Activity	Sample Test Item
1. Outside of class, the student will write a 500 word essay tracing the major trends in psychiatric mental health care from ancient to present times	View film in class "Karl Menninger Looks at Psychiatric History" Read: Burgess and Lazare Chapter 28	In 500 words or less trace the major trends in psychiatric-mental health care from ancient to present times

Goal III: The student will understand the common student reactions to psychiatric nursing and common patient's reactions to student nurses

Objective	Planned Activity	Sample Test Item
1. When called on in class, the student will orally identify his/her reactions to psychiatric nursing and explain how these reactions affect patient response to the student	Read: Burgess and Lazare Chapter 1 and 2 Read: Kreigh and Perko Chapter 2 View filmstrip in Nursing Lab "Dealing with Stress"	

Goal IV: The student will be able to identify therapeutic communication skills and blocks to communication in a nurse-patient interaction

Objective	Planned Activity	Sample Test Item
1. In class, given a written example of a nurse-patient interaction, the student will be able to state the communication skills and blocks to communication utilized by the nurse with 80% accuracy	Read: Burgess and Lazare Chapters 8-10 Read: Kreigh and Perko Chapters 3-6 View in Nursing Lab filmstrips on "Skills and Blocks of Therapeutic Communication"	Setting: You are working in an extended care facility as a nurse's aide, when you enter the room of one of your elderly patients who is sitting quietly by her bedside crying.

Patient Response	Nurse Response	Skill/Block Used by Nurse
1. Silence. Crying	2. "It looks like something is upsetting you Ms. B."	
3. "I don't like this place."	4. "Would you tell me more about that?"	
5. "Nobody cares for you. I told them my leg has been aching all day."	6. "Can you describe what kind of ache it is and exactly where you have it?"	

2. In the clinical area, given a patient suffering from mild-severe psycho-social problems, will be able to analyze and evaluate his/her communication skills/blocks using the attached standardized nursing departmental form. 80% accuracy	Patient assigned whose behavior is representative of mild-severe psycho-social problems	See attached form

Process Recording Form

_____
Student's Name

_____ Pt's Initials

_____ Age

_____ Sex

_____ Time/Place Interview

_____ Patient's Mood/ Appearance

Patient's Response (verbal/non-verbal)	Nurse's Response (verbal/non-verbal)	Skin/Block Used by Nurse

Goal V: The student will understand the defense mechanisms

Objective	Planned Activity	Sample Test Item	
1. In class, given a list of the defense mechanisms and a series of sentences illustrating them, the student will match correctly each mental mechanism with its example. 80% accuracy	Read: Kreigh and Perko Chapter 13 Read: Burgess and Lazare pp. 49-53 Review Programmed Instruction Unit on Defense Mechanisms in Nursing Lab View in Nursing Lab filmstrips "Psychological Defenses" and "Patterns of Adjustment"	1. Suppression	a. A nurse is angered by a patient, but says nothing. She later goes home and argues with her husband about a trivial incident.
		2. Projection	b. You think about a party you are going to this weekend. However, since this interferes with your studies, you put it out of your mind.
		3. Displacement	c. Your patient in the mental hospital claims he is only there to "rest up" after a long trip
		4. Denial	d. Your patient claims that people hate her and have driven her to have her "nervous breakdown"
		5. Repression	e. Your patient can only dimly recall his long hospitalization as a child for an orthopedic problem

Goal III: The student will understand somatic treatments for persons suffering from mild-severe psycho-social problems

Objective	Planned Activity	Sample Test Item
1. In class, given a list of their following drugs used in the treatment of mild-severe psycho-social problems (thorazine, stelazine, mellaril, prolixin, nardil, tofranil, lithium, valium, artnae, cogentin, and antabuse) and statements illustrating the indication, action, dosage, side effects, and special nursing considerations for these drugs, the student will match correctly each drug with its example. 80% accuracy	Read: Burgess and Lazare pp. 176-185 Read: "Psychiatric Nurse's Guide to Thorazine, Stelazine and Lithium" by Smith, Kline and French Read: "Tardive Dyskinesia" American Journal of Nursing March 1978 Read: "How You Can Improve the Effectiveness of Psychotropic Drug Therapy" Nursing '78, July 1978	1. Valium 2. Tofranil 3. Lithium 4. Nardil a. This drug requires the use of a low Tyramine diet b. This drug has muscle relaxant qualities in addition to its tranquilizing effects c. This drug is an example of an non-MAO inhibitor drug d. Fluid and electrolye maintenance are especially critical for this drug
2. In class, given a written example of a patient undergoing Electroconvulsive Therapy and various nursing interventions, the student will select those nursing interventions appropriate to patient care with 80% accuracy	Read: Kreigh and Perko Chapter 18 Read: "ECT Protocol" - LA County-USC Medical Center	You are assigned to Mr. Jones, a 60 year old agitated depressed patient, following his electroconvulsive (ECT) treatment, in the psychiatric unit of the general hospital. Following the failure of conventional psychotherapy and antidepressant medication routine, it has been decided to give Mr. Jones a course of 12 ECT treatments. Answer Questions 1 and 2 based on the above. 1. As Mr. Jones wakes up from his first treatment, what would be your most helpful response at this point a. "How are you feeling Mr. Jones?" b. "You've just had your treatment, and soon you'll have breakfast." c. "I'm going to be your student nurse for the day." d. "What would you like to do after breakfast?" 2. Later that day when Mr. Jones meets with his family. At the conclusion of the visit, they tell you that Mr. Jones "must be getting worse as he doesn't even remember some of his own family now." What would be your best response at this point? a. "Do you think he's only remembering the ones he likes best?" b. "Why are you so upset about this?" c. "The treatments he's getting sometimes caused temporary memory loss." d. "This is something of grave concern that we should report to the doctor."

Goal III: Continued

Objective	Planned Activity	Sample Test Item
3. In class, in 50 words or less the student will define (1) the indication for and (2) the methods involved in the following somatic therapies: Insulin treatment Psycho-surgery Hydro-therapy Orthomolecular therapy	Read: Burgess and Lazare pp. 176-185	In 50 words or less define (1) the indication for and (2) the methods involved in each of the following somatic therapies: 1. Insulin treatment 2. Psycho-surgery 3. Hydro-therapy 4. Orthomolecular therapy
4. In the clinical area, the student will administer all parental medications to his/her assigned patients with 100% accuracy and safety	Assignment made to medicate patients as ordered	

Unit III: The Nursing Process Applied to Persons with Mild-Moderate Psycho-Social Problems

The third unit begins the study of mild-moderate psycho-social problems by examining people in crisis as well as those persons who, although ill, still maintain contact with reality. Concurrent clinical experience offers the students an opportunity to validate theoretical models of care to actual patient situations.

Goal I: The student will understand crisis therapy

Objective	Planned Activity	Sample Test Item
1. In class, the student will define the term crisis, maturational crisis and situational crisis in 25 words or less. 80% accuracy	Read: Burgess and Lazare Chapter 23	In 25 words or less define the following terms: Crisis Maturational crisis Situational crisis
2. In class, verbally along with two or three classmates, the student will (1) illustrate examples of one of the following types of crises and (2) include the nursing implications of such crises: Maturational crises Anticipated Life Events Unanticipated Life Events Victim crises	A field visit will be planned to a local crisis intervention clinic Read: Burgess and Lazare Chapters 23 and 24 Read: Kreigh and Perko Chapter 12	

Goal II: The student will understand neurotic disorders

Objective	Planned Activity	Sample Test Items
1. In class given written examples of patient behavior, the student will distinguish between neurotic and psychotic behavior, anxiety and fear and levels of anxiety (mild-moderate-panic). 80% accuracy	Read: Burgess and Lazare pp. 237-241 In Nursing Lab view filmstrip: "Anxiety"	1. Mild anxiety — a. While making an emergency landing, a passenger suddenly bolts out into an aisle despite warnings from the crew not to do so. 2. Moderate anxiety — b. While making an emergency landing, you can focus only on the voice of the stewardess 3. Panic — c. While making an emergency landing, you begin to perspire and feel like you may have diarrhea
2. In class given written examples of patient behaviors, illustrative of the neurotic disorders, the student will match the following types of neurotic disorders with their descriptive statement: anxiety neurosis, hysterical neurosis, conversion type, hysterical neurosis, dissociative type, phobic neurosis, obsessive-compulsive neurosis. 80% accuracy	Read: Burgess and Lazare pp. 237-241 In Nursing Lab view filmstrip on "Neurosis"	Hysterical Neurosis 1. Dissociative reactions — a. The patient goes through elaborate rituals each morning to dress 2. Hysterial neurosis, conversion type — b. Your patient has an unreasonable fear of heights 3. Obsessive-compulsive neurosis — c. There is no organic reason for your patient's paralysis 4. Phobic neurosis — d. Your patient suffers from amnesia
3. In class, given written examples of behavior representative of the neurotic disorders and various nursing interventions, the student will select those nursing interventions appropriate to patient care with 80% accuracy	Read: Burgess and Lazare pp. 250-255 In Nursing Lab view filmstrip "Anxious Patient"	Nancy is a 25 year old single woman who comes to the Mental Health Clinic for help with her intense fear of closed in spaces. 1. Which of the following treatments might be indicated for Nancy? a. Psychoanalysis b. Group therapy c. Implosive therapy d. All of the above
4. In the clinical area, given a patient whose behavior is representative of the neurotic disorders, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing with 80% accuracy	Patient assigned whose behavior is representative of neurotic disorders	

Goal VI: The student will understand the concepts basic to psychodynamics and ego psychology

Objective	Planned Activity	Sample Test Item
1. In class, the student will define in 25 words or less the following terms: ego, id, superego, conscious, unconscious, preconscious, with 80% accuracy	Read: Burgess and Lazare pp. 42-45	Define the following terms in 25 words or less: ego, id, superego, conscious, preconscious, and unconscious
2. In class, given a list of ego functions and a series of sentences illustrating them, the student will match correctly each ego function with its example. 80% accuracy	Read: Burgess and Lazare pp. 45-49	1. Stimulus barrier 2. Autonomous functioning 3. Synthetic-integrative functioning 4. Object relations a. Your patient's relationships with others are few, detached and unstable b. Your patient lacks consistent life goals c. Your patient has poor attention span and poor concentration d. Your patient over reacts to a noisy environment

Goal VII: The student will understand theory basic to the concept of personality development throughout the life cycle

Objective	Planned Activity	Sample Test Item
1. In class, given a list of stages of personality development and a series of developmental tasks illustrative of each stage, the student will match correctly each stage with its task with 80% accuracy	Read: Burgess and Lazare Chapter 5 View filmstrip in Nursing Lab "Psychological Growth and Development"	1. Oedipal a. Initiative 2. Adolescence b. Identity 3. Toddlerhood c. Trust 4. Infancy d. Industry 5. Latency e. Autonomy
2. In class, the student will define in 100 words or less the major contributions of Freud, Sullivan and Fromm to personality development theory with 80% accuracy	Read: Kreigh and Perko Chapter 10	Define in 100 words or less the major contributions of Freud, Sullivan and Fromm to personality development theory
3. In class, verbally along with two or three classmates, the student will identify (1) crises associated with one of the following stages of growth and development and (2) include the nursing implications of such crises: Infanthood Toddlerhood Oedipal Latency Adolescence Adulthood Middle years Older adult	Read: Burgess and Lazare Chapter 5 View film in class "Second Chance"	

Goal VIII: The student will understand the relationship of culture as it relates to psychiatric mental health nursing

Objective	Planned Activity	Sample Test Item
1. In class, verbally along with two or three classmates, you will explain and offer examples of how your own cultural background affects your concept of psychiatric-mental health nursing	View filmstrips in Nursing Lab on "Cultural Implications for Nursing Care"	
2. Outside of class, the student will write a paper of 500 words identifying the major implications of one of the following cultures for psychiatric mental health care: Chicano/Latino, Black, American-Indian, Chinese-American, Japanese-American or Korean-American	Read: Branch/Paxton Providing Safe Care for Ethnic People of Color	Write a 500 word essay identifying the major implications of one of the following cultures to psychiatric-mental health care: Chicano/Latino, Black, American-Indian, Chinese-American, Japanese-American or Korean-American

Goal IX: The student will understand the legal implications involved in psychiatric-mental health care

Objective	Planned Activity	Sample Test Item
1. In class, given a list of key court decisions and a series of sentences illustrating their content, the student will match correctly each court decision with its example with 80% accuracy	Read: Wilson and Ren Kneisl Chapter 25	1. Rouse vs. Cameron — a. Right to treatment 2. Durham Decision — b. Patient must know nature and quality of his act 3. McNaughten Decision — c. Patient must know the difference between right and wrong
2. In class, the student will participate in a class discussion on the validity and effectiveness of current mental health laws	Read: Wilson and Ren Kneisl Chapter 26	
3. In class, the student will define in 50 words or less the following terms as they apply to California Mental Health Legislation Gravely disabled Conservator Criteria for involuntary hospitalization	Read pamphlet: "California's Mental Health Services Act"	Define in 50 words or less each of the following terms as they apply to California Mental Health Legislation: gravely disabled, conservator, criteria for involuntary hospitalization

Unit II: Treatment Modalities

The second unit on treatment modalities serves to acquaint the student with the modern intervention techniques useful in the treatment of mental illness. Concurrent clinical experience emphasizes participation in the group process and the administration of medication to the person suffering from mild-severe psycho-social conditions.

Goal I: The student will understand the function of the following models for psychiatric-mental health care: biologic, psychological, behavioral, and social

Objective	Planned Activity	Sample Test Item
1. In class, given a list of the following treatment models, psychological, biological and social, the student will define the function of each model with 80% accuracy	Read: Burgess and Lazare Chapter 3	Define the functions of each of the following treatment models: psychological, biological, behaviorial, and social

Goal II: The student will understand psychotherapeutic interventions for patients suffering from mild-severe psycho-social conditions

Objective	Planned Activity	Sample Test Item
1. In class, given a list of the following psychotherapeutic interventions: group psychotherapy, play therapy, classical therapy, directive and supportive psychotherapy, client-centered therapy, reality therapy, family therapy, social network therapy, occupational therapy, milieu therapy, psychodrama recreational therapy, movement therapy, implosive therapy and desensitization therapy and a series of statements illustrating or giving indications for use of each treatment, the student will match correctly each treatment with its example with 80% accuracy	Read: Burgess and Lazare pp. 185-198 Read: Kreigh and Perko Chapters 7-9	1. Classical Psychoanalysis — a. Treatment of choice for psychotic patient 2. Implosive therapy — b. Treatment of choice for neurotic patient 3. Reality therapy — c. Treatment of choice for person suffering from phobias
2. In class, the student will write a paragraph defining and giving the importance of the following four concepts central to group psychotherapy (80% accuracy) Transference Countertransference Resistance Acting out Insight	Read: Kreigh and Perko Chapter 8	Write a paragraph defining and stating the importance of the following four concepts central to group psychotherapy: (1) transference, (2) countertransference, (3) resistance, (4) acting out and (5) insight

Goal II: Continued

Objective	Planned Activity	Sample Test Item
3. In class, the student will verbally explain and offer examples of (1) phases of group development, (2) the role of the leader in group psychotherapy and (3) the benefits of group therapy	Read: Kreigh and Perko Chapter 8	
4. In the clinical area, the student will actively participate in assigned therapy groups	Assignment made to various ongoing therapy groups	

Goal III: The student will understand personality disorders

Objective	Planned Activity	Sample Test Item
1. In class, given written examples of patient behaviors illustrative of the personality disorders the student will match the following types of personality disorders with their descriptive statement: paranoid personality, schizoid personality, passive aggressive personality, obsessive-compulsive personality, hysterical-personality, antisocial personality and sexual deviations with 80% accuracy	Read: Burgess and Lazare pp. 241-250 In Nursing Lab view filmstrips "When the Topic is Sex" and "The Nurse and Homosexuality"	1. Voyeurism — a. Secual gratification is gained by wearing clothing of the opposite sex 2. Sadism — b. Sexual gratification is stimulated by non-erotic parts of the body 3. Fetishism — c. Sexual gratification is achieved by inflicting pain on others 4. Transvestism — d. Visual experiences are sought out for sexual stimulation
2. In class, given written examples of behavior representative of the personality disorders and various nursing interventions, the student will select those nursing interventions appropriate to patient care with 80% accuracy	Read: Kreigh and Perko Chapter 17	Mr. Crocker is a 25 year old man that seems out of place on the psychiatric ward of the general hospital. He is pleasant and cooperative towards staff members, and appears to be in full contact with reality. Upon reading his history, however, you note that he has been in trouble with the law since his teen years. Never able to hold a job long, his explosive temper has resulted in numerous barroom brawls and in wife and child beatings. He has been married and divorced three times, fathering four children. He expresses no interest in either seeing or supporting his children, and indeed, expresses no regret for any of his misdeeds. When recently arrested for extorting money from elderly people, he claimed to "hear voices" in order to be sent to the psychiatric unit. No evidence of "voices" has been seen since his admission. Answer Questions 1-2 based on the above. 1. A useful approach towards Mr. Crocker will be: a. Since he is in full contact with reality, allow him to select his own activity program b. Select and monitor his activity program carefully c. Allow him to take a leadership role in the ward's activities d. Ask him if he would like to help the more regressed patients on the ward so his self-esteem will be built up. 2. One day on the ward, Mr. Crocker tells you that you are his favorite nurse as the rest of the nurses on the ward don't seem to care about him. Your understanding of the dynamics of this statement are: a. He hopes to manipulate you with flattery b. He sincerely appreciates your professional attitude c. He is developing a close relationship with you d. He is confused about his role as a patient

Goal III; Continued

Objective	Planned Activity	Sample Test Item
3. In the clinical area, given a patient whose behavior is representative of the personality disorders, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing with 80% accuracy	Patient assigned who is representative of the personality disorders	

Goal IV: The student will understand psycho-physiological disorders

Objective	Planned Activity	Sample Test Item
1. In class, given written examples of patient behaviors, the student will differentiate between psycho-physiological disorders and psycho-somatic conditions with 80% accuracy	Read: Burgess and Lazare Chapter 17	1. Which of the following terms best describes the psychophysiologic disorders as opposed to psychosomatic conditions? a. The autonomic nervous system is involved b. Life threatening situations may be involved c. There may be gross pathology in the organ system d. All of the above
2. In class; given written examples of patient behavior representative of psycho-physiological disorders, and various nursing interventions, the student will select those nursing interventions appropriate to patient care 80% accuracy	Read: Kreigh and Perko pp. 159-164 and 170-173	1. A useful approach to caring for the person with a psychophysiologic disorder is to: a. Focus on their physical symptoms to show your concern b. Ignore their physical symptoms and focus on their emotional needs c. Meet physical needs and encourage patient to talk d. Let the patient know what stress is doing to their body
3. In the clinical area, given a patient whose behavior is representative of psycho-physiological disorders the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing. 80% accuracy	Patient assigned who is representative of psycho-physiological disorders.	

Goal V: The student will understand drug abuse behavior

Objective	Planned Activity	Sample Test Item
1. In class, the student will define drug dependence addiction and alcoholism in 50 words or less with 80% accuracy	Read pamphlet "What Everyone Should Know About Alcohol" Read: Burgess and Lazare p. 472	Define the following terms in 50 words or less: 1. Drug dependence 2. Addiction 3. Alcoholism
2. In class, given a list of stages of alcoholism (early, middle, late) and a series of sentences illustrative of behaviors associated with these stages, the student will match correctly the stages and its behaviors with 80% accuracy	Read: Burgess and Lazare Chapter 26	Label the following behaviors as follows: A=Early symptoms of alcoholism, B=Middle state of alcoholism, and C=final state of alcoholism 1. Experiences "black-outs" 2. Makes promises to quit but breaks them 3. Drinks in the morning and alone 4. Suffers malnutrition 5. Drinks more and more for the same effect 6. Drinking is a daily necessity
3. In class, given a list of the following treatment methods for persons who abuse drugs namely Alcoholics Anonymous, Al-Anon, Alateen, Antabuse treatment, self-help groups and half-way houses the student will write a paragraph describing (1) the method utilized by each treatment and (2) the rationale for each treatment with 80% accuracy	Read pamphlet "44 Questions from A.A." Field trip planned to an open meeting of Alcoholics Anonymous Read: Burgess and Lazare Chapter 26	Write a paragraph describing (1) the method utilized and (2) the rationale for each of the following treatments: a. Alcoholics Anonymous b. Al-Anon c. Alateen
4. In class, given a list of drugs commonly abused in the following categories: sedatives/hypnotics, narcotics, hallucinogenics, and central nervous stimulants and a series of sentences illustrating slang names and symptoms of abuse, the student will match each drug with its example with 80% accuracy	Read "Angel Dust-Not Heaven Sent" American Journal of Nursing, April 1979 Read pamphlet "Drugs of Abuse" H.E.W. Read: Burgess and Lazare Chapter 27	1. P.C.P. — a. Behavior is often violent and unpredictable 2. Heroin — b. Behavior may lead one to believe person is "drunk" 3. Amphetamine — c. Behavior may be irritable and paranoid 4. Seconal — d. Behavior is dream-like euphoria

Goal V: Continued

Objective	Planned Activity	Sample Test Item
5. In class, given written examples of behavior representative of the person who abuse drugs and various nursing interventions, the student will select those nursing interventions appropriate to patient care with 80% accuracy	Read: Kreigh and Perko pp. 233-235. Read: Burgess and Lazare Chapters 26 and 27	Mr. George Hill is in the hospital recovering from severe delirium tremens as a result of a long history of alcoholism When Mr. Hill has recovered from delirium tremens, he says to the nurse, "I'm so ashamed; I'm a disgrace to my family." Which response would probably be most useful initially: 1. "Your feeling ashamed is a good sign in terms of your getting well." 2. "You are feeling quite miserable, aren't you?" 3. "Have you done any thinking about your future, Mr. Hill?" 4. "Have you talked about your feelings with your doctor?"
6. In class, the student will recall the following statistics on the problem of alcohol abuse: (1) total number of alcoholics in the U.S., (2) ratio of social drinkers who become alcoholics, (3) percentage of alcoholics who are on "skid row", (4) percentage of traffic fatalities associated with alcohol, and (5) cost of alcoholism to industry yearly. 80% accuracy	Read pamphlet "What Everyone Should Know About Alcohol"	Fill in the following statistics on alcoholism: 1. The total number of alcoholics in the U.S. is _____ 2. The percentage of alcoholics who are on skid row is _____
7. In the clinical area, given a patient whose behavior is representative of drug abuse, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing with 80% accuracy	Patient assigned whose behavior is representative of drug abuse behavior	

Unit IV: The Nursing Process Applied to Persons with Severe Psycho-Social Problems

In the final unit of this course, the focus in on persons who no longer are in contact with reality as a result of either a functional or organic condition. Concurrent clinical experience offers the opportunity for students to validate theoretical models of care to actual patient situations.

Goal I: The student will understand depression and suicidal behavior

Objective	Planned Activity	Sample Test Item
1. In class, given written examples of patient behaviors illustrative of depression, the student will match the following types of depression with their descriptive statement: reactive depression, endogenous depression, manic-depression, involutional depression, and neurotic depressions. 80% accuracy	Read: Burgess and Lazare Chapter 13 View filmstrip in Nursing Lab "Depression"	1. Endogenous depression — a. This disorder typically follows a cyclical pattern 2. Manic-depressive illness — b. The pre-morbid personality of this patient tends to be rigid and overconscientious 3. Reactive depression — c. In this condition, the cause of the depression is well identified 4. Involutional depression — d. In this condition, the patient generally does not respond to environmental stimuli
2. In class, given written examples of behavior representative of the depressions and suicidal behavior and various nursing interventions, the student will select those nursing interventions appropriate to patient care with 80% accuracy	Read: Kreigh and Perko Chapter 16 View film in class "Measurement of Depression"	Sally R's arrival on the psychiatric unit of the general hospital is marked by behavior which demonstrates considerable elation and motor hyperactivity. Her family complains that Sally runs about the house at night singing and laughing, unable to sleep. In addition, she has "financially embarassed" the family by charging large sums at the local department store. Her family reports that Sally, who is now 40 years old, has been subject to periods of sadness followed by periods of elation for the last 15 years, and that she has been hospitalized twice in mental institutions for such symptoms. On the ward, Sally initially amuses patients and staff with her "life of the party" antics, but her sarcasm, bossiness, and need to monopolize all activities soon alientated her environment from her. Answer Questions 1-2 based on the above 1. Sally continues to be very hyperactive on the ward, and is frequently "too busy" to eat. Presuming all of the following solutions to be feasible at the hospital, how would you best handle this situation? a. Give her foods she can carry in her hand and eat on the run b. Ignore it as she will eat when she is hungry c. Direct her to sit down, and then spoon feed her d. Tell her that unless she eats, you will tube feed her 2. In prioritizing Sally's needs at this time, which of the following would be your first area of concern? a. Her social relationships with the other patients b. Her inability to constructively relate to any ward activity c. Her lack of good judgment d. Her physical well-being

Goal I: Continued

Objective	Planned Activity	Sample Test Item
3. In class, given a written example of suicial behavior, the student will write a 100-300 word statement (1) assessing the nature of the intent and (2) indicating the appropriate management of such behavior 80% accuracy	Read "The Suicical Adolescent" American Journal of Nursing, January 1979 Read: Kreigh and Perko pp. 227-230 Read: Burgess and Lazare pp. 227-233 Read "Spotting and Stopping the Suicide Patient" Nursing '79, April 1979	As a nurse on a crisis "hot line" you receive a call from an elderly man contemplating suicide after the death of his wife. He lives alone, has no close friends and says he has a quantity of sleeping pills ready to take. Assess the nature of the above intent and indicate the appropriate management of such behavior.
4. In the clinical area, given a patient whose behavior is representative of depression/suicide, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing with 80% accuracy	Patient assigned who is depressed/suicidal	

Goal II: The student will understand the schizophrenia syndrome

Objective	Planned Activity	Sample Test Item
1. In class, given a list of 12 terms basic to the understanding of the schizophrenia syndrome, the student will define each term in 25 words or less with 80% accuracy	Read: Burgess and Lazare Chapter 15 View filmstrips in Nursing Lab "Schizophrenia Parts I and II"	Define the following terms in 25 words or less: Autism Associative looseness Delusion Hallucination
2. In class, given written examples of patient behaviors illustrative of the schizophrenia syndrome, the student will match the following types of schizophrenia with their descriptive statement: paranoid childhood catatonic, simple, hebephrenic, undifferentiates and schizo-affective type with 80% accuracy	Read: Burgess and Lazare Chapter 15 Films to be shown in class: "The World of the Schizophrenic" "Childhood Schizophrenia"	1. Schizophrenic Reaction: Catatonic type 2. Schizophrenic Reaction: Simple type 3. Schizophrenic Reaction: Hebephrenic type a. Your patient giggles, smiles, and laughs inappropriately b. Your patient lives an aimless existence, and has a total lack of substantial relationships with others c. Your patient is stuporous and displays waxy flexibility
3. In class, given written examples of patient behavior representative of the schizophrenia syndrome and various nursing interventions, the student will select those nursing interventions appropriate to patient care. 80% accuracy	Read: Kreigh and Perko Chapter 15 Read "Working With Szhizophrenic Patients", American Journal of Nursing, June 1976	Mr. G is a 30 year old housepainter who is brought in by the police to the psychiatric unit of the general hospital after complaints by his neighbors that Mr. G had been threatening to best them up for "putting spying devices in my house". On arrival to the ward, you note that Mr. G is very tense, his eyes darting from one person to another. When asked what brings him to the hospital, he replies "the neighbors and police are working together to put wires in my brain. They bust me for everything." Answer Questions 1-2 based on the above. 1. Before taking Mr. G around the ward for an orientation tour, you speak briefly with another nurse about some ward matters. Your conversation ends on a pleasant note, and you find yourself smiling as you approach Mr. G. Mr. G greets you by saying "Get away from me. I saw you and that nurse laughing at me. You're going to put wires in my brain too." His behavior is most clearly an example of: a. A delusion of grandeur b. An auditory hallucination c. An idea of reference d. A delusion of persecution 2. What would be your most helpful reply to Mr. G at this time? a. Put your hand on his shoulder and say, "I'm here to help you." b. "She and I had been discussing ward matters. Let's start the tour."

Goal II: Continued

Objective	Planned Activity	Sample Test Item
		c. "Why do you think I would want to hurt you?" d. "Perhaps if you don't want me to tour you, I can get one of the other staff members to help."
4. In class, the student will write a paragraph explaining the theory of each of the following proposed etiologies of schizophrenia: genetic, psychological and biochemical	Read "Biochemical Aspects of Schizophrenia" American Journal of Nursing, December 1975 Read: Burgess and Lazare, Chapter 15	Write a paragraph explaining each of the following theories on the etiology of schizophrenia a. Genetic b. Psychological c. Biochemical
5. In the clinical area, given a patient whose behavior is representative of the schizophrenia syndrome, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing. 80% accuracy	Patient assigned who is schizophrenic	

Goal III: The student will understand the organic brain syndromes

Objective	Planned Activity	Sample Test Item
1. In class, given a list of behaviors associated with organic brain syndromes, the student will match the following clinical types of organic brain disease with their descriptive statement: senile and pre-senile brain disease, Korsakoff's syndrome, Alzheimer's disease, Pick's disease, Epilepsy and Huntington's Chorea with 80% accuracy	Read: Burgess and Lazare Chapter 18 *View filmstrip in Nursing Lab* "The Challenge of Aging" Change and Loss"	1. Grand mal epilepsy — a. A genetically inherited disease with middle age onset and marked by dementia 2. Huntington's Chorea — b. Loss of initiative, attention span, and abstract thinking appear early in this disease 3. Alzheimer's disease — c. This condition is marked by a tonic-clonic attack with a loss of consciousness 4. Pick's disease — d. Classically associated with alcoholism confabulation is a major symptom of this condition 5. Korsakoff's syndrome — e. This condition is marked by over-activity and a distressing awareness of an impending disaster
2. In class, given written examples of patient behavior representative of organic brain syndromes and various nursing interventions, the student will select those nursing interventions appropriate to patient care. 80% accuracy	Read: Kreigh and Perko pp. 185-189 View film in class "Organic Brain Syndromes"	Ms. T is an 88 year old woman who was recently admitted to the extended care facility where you work. She fell some six weeks ago at the Senior Citizen Housing Project where she had her own apartment, and broke her hip. Although the hip is healing well, and she can ambulate with some assistance, she has grown increasingly confused and disoriented since her fall. The doctor diagnosis is senile brain disease. Answer Question 1 based on the above. 1. In planning care for Ms. T, you will be careful to: a. Provide her with a new and stimulating routine each day b. Put her in competitive activities c. Provide her with a constant routine d. Let her know that activities are available whenever she wants to join them.
3. In the clinical area, given a patient whose behavior is representative of organic brain syndromes, the student will explain and offer a rationale of his/her judgments made in giving nursing care to this patient both verbally and in writing	Patient assigned who is representative of organic brain syndrome	

VII: Instructor's Evaluation

Each semester students will be asked to anonymously fill out the attached instructor rating and course rating form helping to give the instructor feedback on potential course revision. In addition, conferences would be held with clinical agencies to ensure adequacy of theoretical instruction as it relates to clinical application. Periodic review of all nursing courses would be assumed by the Curriculum Committee of the Nursing Department.

It is estimated that since the course is in the final semester of the nursing program that 90% or better of all students will complete the course. Students who do not meet the required level would be screened initially by the instructor for area(s) of need, and then sent to the appropriate support service at the College. Since this Nursing Department operates its own Media Center with certificated teacher and nursing tutors, problems in nursing theory/application could be handled within the department. Other areas of need such as reading ability could be enhanced at the College's Learning Resource Center. Finally, since psychiatric nursing may uncover personal problems, counseling services might be utilized as well.

EAST LOS ANGELES COLLEGE

Department of Nursing

COURSE EVALUATION FORM

Name of Course _____ Date _____

Name of Instructor _____

Directions: Please fill out this evaluation form anonymously after you complete each module. Return this form to the locked suggestion box located in the Learning Lab. Your help in this matter is greatly appreciated.

1. Were the behavioral objectives for this course clearly stated?

2. Which of the required learning activities were most beneficial? Least beneficial?

3. What suggestions do you have for improvement of the classroom sessions?

4. Did you find the use of the Nursing Auto-Tutorial Laboratory beneficial? How could it be improved?

5. If hospital experience was part of this course, evaluate this experience in the light of how it was helpful/not helpful in meeting the course objectives.

6. How could your instructor/facilitator have been more helpful in assisting you to meet course objectives?

Instructor Rating Form

Instructor's Name _____ Date _____

Number/Title of Course _____

In an effort to improve the quality of teaching, student evaluation of their instructors is encouraged each semester by this College. Please respond to this evaluation in a careful and thoughtful manner basing your responses on experiences you have had this semester with this instructor. Additional comments should be made on the reverse side of this form, and your responses should be anonymous. This form should be completed during the last class session, and the form given to a designated class monitor who will bring them to the Office of Instruction.

	Instructor Rating			
Classroom Activities	Excellent	Good	Fair	Unsatisfactory
1. Makes course objectives clear				
2. Follows announced learning objectives				
3. Is knowledgeable in subject matter				
4. Presents subject matter in a clear well-organized fashion				
5. Stimulates interest in the subject area				
6. Encourages critical analysis of subject				
7. Considers alternative viewpoints in the subject area				
8. Conveys enthusiasm for subject				
9. Meets class at the appropriate time period				
10. Is available when needed for additional assistance				

Classroom Activities	Instructor Rating			
	Excellent	Good	Fair	Unsatisfactory
11. Demonstrates concern for student learning				
12. Establishes good interpersonal relationships with students				
13. Makes grading system clear				
14. Follows announced grading system				
15. Tests related to course content and objectives				
16. Returns tests and assignments promptly				
Clinical Laboratory (if applicable)				
1. Makes assignments related to course objectives				
2. Acts as appropriate role model for student				
3. Provides guidance in completing assignments				
4. Conducts post-conference related to course objectives				

OVERALL EVALUATION OF THIS INSTRUCTOR IS:

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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